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ABSTRACT

Even after a desegregation plan has been fully implemented, minority group children may continue to receive unequal treatment in school through the use of common educational practices such as ability grouping and disciplinary measures. These resegregative or "second generation discrimination" practices have an adverse effect on the life chances of minority students. Based on a model developed with African American and Hispanic students, the research outlined in this book examined second generation discrimination against American Indian students in 128 public school districts with at least 1,000 students and a 5 percent Indian enrollment. In addition, case studies were carried out in five districts in Oklahoma and Alabama. Major empirical findings were: (1) American Indians were significantly overrepresented in lower-level academic groupings (educable mentally retarded and learning disabilities classes), substantially underrepresented in gifted classes, and far more likely than Whites to be disciplined through school suspensions; (2) these indicators showed significant interrelationships; and (3) the presence of American Indian teachers was the most consistent and influential factor impeding second generation discrimination. Presence of American Indian teachers was related to presence of Indian administrators, which in turn was related to Indian representation on school boards. Case studies confirmed the importance of American Indian teachers and counselors and revealed the positive effects of cooperative learning strategies, community support, and federal Indian education programs. The book includes a list of the school districts studied, an extensive bibliography, an index, and 26 data tables and figures. (SV)